SYNOPSIS

Readiness for Organizational Change: A Study of the Effects of Individual and Organizational Factors

For the Award of Doctor of Philosophy (Ph.D.) in Management

Submitted by

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SECTION I

Introduction

We are today living in a constantly growing global business environment, where change has become the norm for organizations to sustain their success and existence. The factors such as, globalisation of economies, competition, liberalisation, deregulation, privatisation, mergers, acquisitions and new developments in technology have brought significant changes in organizational paradigm. Change need not always start from an external point. It can also originate from an internal source. Some examples of causes for change that lie within an organization are change in the organizational structure, change in the leadership, inefficient organizational processes, problems with coordination and lack of cooperation. According to Kotter and Schlesinger (1979) "most organizations need to undertake moderate changes once a year and major changes every four to five years." Thus, executives are confronted with constant challenge to manage and adapt to this changing world with their existent knowledge of traditional, rigid and static management systems as well as processes.

1.1 Role of Individuals in Organizational Change

In the organizational change literature published during the 1990s, Armenakis and Bedeian (1999) identified four major themes: change content, change context, change process, and change criterion issues. As they explained, changes at the organizational level have often been considered with a macro, systems-oriented focus (Judge, Thoresen, Pucik, and Welbourne, 1999). However, at the same time, a number of researchers have also adopted a micro-level perspective on change and have put more emphasis on the role of individuals in implementing changes (Armenakis et al., 1993; George and Jones, 2001; Greenhalgh, Robert, Macfarlane, Bate, and Kyriakidou, 2004; Hall and Hord, 1987; Isabella, 1990; Lau and Woodman, 1995; Porras and Robertson, 1992; Tetenbaum, 1998). The main idea underlying this approach is that

"change in the individual organizational member's behavior is at the core of organizational change" (Porras and Robertson, 1992). According to the researchers, organizations only change and act through their members, and successful change will persist over the long term only when individuals alter their on-the-job behaviors in appropriate ways (George and Jones, 2001; Porras and Robertson, 1992). They also argue that many change efforts fail because change leaders often underestimate the central role individuals play in the change process.

To support the idea, these researchers have empirically demonstrated that individuals are not passive recipients of organizational change but actors who actively interpret and respond to what is happening in their environments (Greenhalgh et al., 2004; Hall and Hord, 1987; Isabella, 1990; Lowstedt, 1993). Hall and Hord (1987) and Rogers (1983, 2003) showed that, when faced with a change, people develop concerns of varying intensity or make decisions concerning its adoption across stages at different points in the change process. As this line of research has shown, individuals make assumptions about change processes, evaluate them, find meaning in them, and develop feelings about them. Some recent research studies have also shown that individuals' attitudes toward a change initiative influence their behavioral support for it (Cunningham et al., 2002; Jones, Jimmieson, and Griffiths, 2005; Meyer, Srinivas, Lal, and Topolnytsky, 2007; Weeks, Roberts, Chonko, and Jones, 2004). For example, by using a temporal research design, Jones et al.'s (2005) study showed that the individuals who had demonstrated a higher level of readiness in the early stage of a change implementation were more likely to change their behaviors to support the change initiative in the post implementation stage. Similarly, Meyer et al. (2007) showed that individuals' normative and affective commitment to change were positively related to supportive behaviors such as cooperation and championing. The findings show that individuals' attitudes toward organizational change have real impact on change implementation and, therefore, are certainly critical for any change initiatives to be successful.

Beer and Nohria (2000) argue that 70 per cent of change programs fail because of lack of strategy and vision, lack of communication and trust, lack of top management commitment, lack

of resources, lack of change management skills, resistance to change etc. Research dealing with organizational change has mainly focused on organizational factors neglecting the person-oriented issues. Although some researchers have called for more focus on micro-level of organizational change, this research remains limited (Bray, 1994; Judge et al., 1999; Wanberg and Banas, 2000). According to Judge et al. (1999), people-oriented research in organizational change explored issues of charismatic or transformational leadership, the role of top management in organizational change and the phenomenon of resistance to change, without considering the psychological traits or predispositions of individuals experiencing the change, which are equally crucial for its success. Nevertheless, they argued that individual difference variables, such as locus of control, positive affectivity, openness to experience and tolerance for ambiguity play an important role in employees' work attitudes (e.g., organizational commitment, satisfaction) as well as they predict self and supervisory assessments of coping with change. King and Anderson (1995) also indicated the role of individual differences along with previous bad experiences of change as responsible for high levels of negative attitudes and resistance to change.

1.2 Readiness for Organizational Change

Lewin, in his model has proposed three stages to bring about change in any system unfreezing, changing and refreezing (Lewin, 1954). Schein (1989) further explored Lewin's three-stage process model and thereby provided an example of contemporary approach to organizational change. Holt et al. (2007) further reinforced this by identifying that the process of implementing change successfully consists of three stages, namely: 1) readiness to change, 2) adoption, and 3) institutionalization. Thus, understanding employee readiness to change could serve as a guide to organizational leaders as they approach changes and determine the best mode of implementing those changes. Readiness to change is the cognitive state comprising of beliefs, attitudes and intentions toward a change effort (Armenakis et al., 1993). Some authors consider readiness to change as a multidimensional construct measured through cognitive, affective and behavioral

dimensions (Abdulrashid et al., 2003; Bouckenooghe and Devos, 2007) whereas several others consider it as an unidimensional construct (Madsen et al., 2005; Holt et al., 2007). Holt et al. (2007) conceptualized antecedents of readiness to change in terms of context, content, process and individual factors. Organizations change and act through their members and even the most collective activities that take place in organizations are the result of some amalgamation of the activities of individual organizational members. Thus, the first step towards understanding models and theories of organizational change is understanding change at the individual level. Given the fact that change is an affectively laden process, it may be informative to explore how individual differences may result in people being more or less likely to adapt to the cycle of change.

1.3 Defining Readiness for Organizational Change

The researchers have defined individual readiness for organizational change in different ways (Summarized in Table 1, on next page). For example, Armenakis et al. (1993) and Jansen (2000) defined the concept in terms of the necessity of a specific change initiative and the organizational capacity to implement it successfully. On the other hand, Jones et al. (2005) also emphasized employees' belief in the benefits from the change. Nevertheless, the researchers all agree that individual readiness for organizational change involves an individual's evaluation about the individual and organizational capacity for making a successful change, the need for a change, and the benefits the organization and its members may gain from a change (Armenakis et al., 1993; Eby et al., 2000; Holt, Armenakis, Feild, and Harris, 2007; Jansen, 2000). Recently, Holt et al. (2007) more clearly defined the concept as a multifaceted construct with four dimensions: individuals' belief in the change-specific efficacy, appropriateness of the change, management support for the change, and personal benefit of the change.

Table 1- Definitions of Readiness for Organizational Change

Author	Term	Definition
Armenakis et al. (1993)	Readiness for organizational change	Organizational members' beliefs, attitudes, and intentions regarding the extent to which changes are needed and the organization's capacity to successfully make those changes. The cognitive precursor to the behaviors of either resistance to, or support for, a change effort
Eby et al. (2000)	Employees' perceptions of the organization's readiness for change	An individual's perception of the extent to which the organization is perceived to be ready to take on large-scale change
Jansen (2000)	Readiness for change	An organization's capacity for making change and the extent to which individuals perceive the change as needed
Jones et al. (2005)	Employees' perception of readiness for change	The extent to which employees hold positive views about the need for organizational change as well as the extent to which employees believe that such changes are likely to have positive implications for themselves and the wider organization
Holt et al. (2007)	Readiness for organizational change	Employees' beliefs that (a) they are capable of implementing a proposed change (i.e., change self-efficacy), (b) the proposed change is appropriate for the organization (i.e., appropriateness), (c) the leaders are committed to the proposed change (i.e., management support), and (d) the proposed change is beneficial to organizational members (i.e., personal valence)

The definitions summarized in Table 1 clearly show that individual readiness for organizational change is distinguished from organizational readiness for change, defined and assessed in terms of an organization's key infrastructure. Individuals' evaluation concerning how organizational

infrastructure can facilitate and sustain organizational change efforts is a key component of individual readiness for change (Armenakis et al., 1993; Eby et al., 2000; Holt et al., 2007; Jansen, 2000). In addition, other individual-level concerns, including the change specific efficacy and personal benefit of the change (Holt et al., 2007; Jones et al., 2005), are critical for individuals to be ready for a specific organizational change initiative.

As discussed thus so far, the use of the construct of individual readiness for organizational change gives us advantages over the common use of resistance to change. Often, resistance to change is viewed as "a reactive process where agents embedded in power relations actively oppose initiatives by other agents" (Jermier et al., 1994). By using the term, leaders and change agents commonly fail to notice the potentially positive intentions that may motivate negative responses to change. On the other hand, the concept of readiness for change assumes that individuals' concerns over change are natural and there must be reasons for the concerns. Furthermore, it is also assumed that change can be more successful if the concerns of change recipients are considered. Therefore, the concept of readiness for change helps us pay attention to the situational causes of such concerns for example, individuals' evaluation of management support for and organizational capability to cope with a specific change initiative (Eby et al., 2000; Holt et al., 2007). In this regard, readiness for change is a more valid and practical concept to understand employees' attitudes toward organizational change.

There are various studies done concerning readiness for organizational change. The central motive of this study is to get a more in depth view of the concept of readiness for organizational change and to study the factors that effect it in context to organizations in India.

SECTION II

Review of Literature

The literature on organizational change was studied in depth and for convenience sake to make it a bit more relevant to the present study the literature review has be categorized under three headings which are 1) Factors that effect Readiness for Organizational Change 2) Literature on Organizational Change and 3) Research Type. Tables 2 and 3 depict categorization of the literature in a systematic manner. A more detailed discussion is done on each of them below:

2.1 Factors relating to Readiness for Organizational Change

The first categorization of literature is done on the basis of the factors that affect readiness for organizational change and that have been studied by other authors who have tried to relate it to either readiness for organizational change or they effect the overall organizational readiness for change or that play a very prominent role in a change management process.

Different authors have related and studied different factors that affect readiness for organizational change. Some authors have also studied factors that affect the organizational readiness for change. Also some factors are identified by us though papers where authors have proven the relevance and importance of a particular factor during the implementation of a change process. The Section III of synopsis covers in detail the literature relating to each of the factors that effect readiness for organizational change.

2.2 Organizational Change

The second categorization is on the basis of the literature available in the area of organizational change. It has been categorized further under four headings in context to this particular study which are as under:

2.2.1 Change Management

The literature on change management includes the models, concepts, theories, etc of change management. Authors have also described how to tackle certain specific changes like strategic, cultural and radical changes. The papers in this area include papers by authors By (2005), Al-

Haddad (2015), Maheshwari and Vohra (2015), Timmerman (2016), Finbarr Daly (2002), Oreg et al. (2011), Vakola and Nikolaou (2005), Vakola and Tsaousis (2003), Morgan and Zeffane (2003), etc have discussed on change management.

2.2.2 Readiness for Change

Readiness for Change has been studied by various authors where the authors have discussed the concept and related factors of individual readiness for organizational change and also for organizational readiness for change. The authors Holt et al. (2007), Rafferty et al. (2013), Bryan J Weiner (2009), Choi and Ruona (2011), Armenakis at al. (1993), etc have discussed readiness for organizational change.

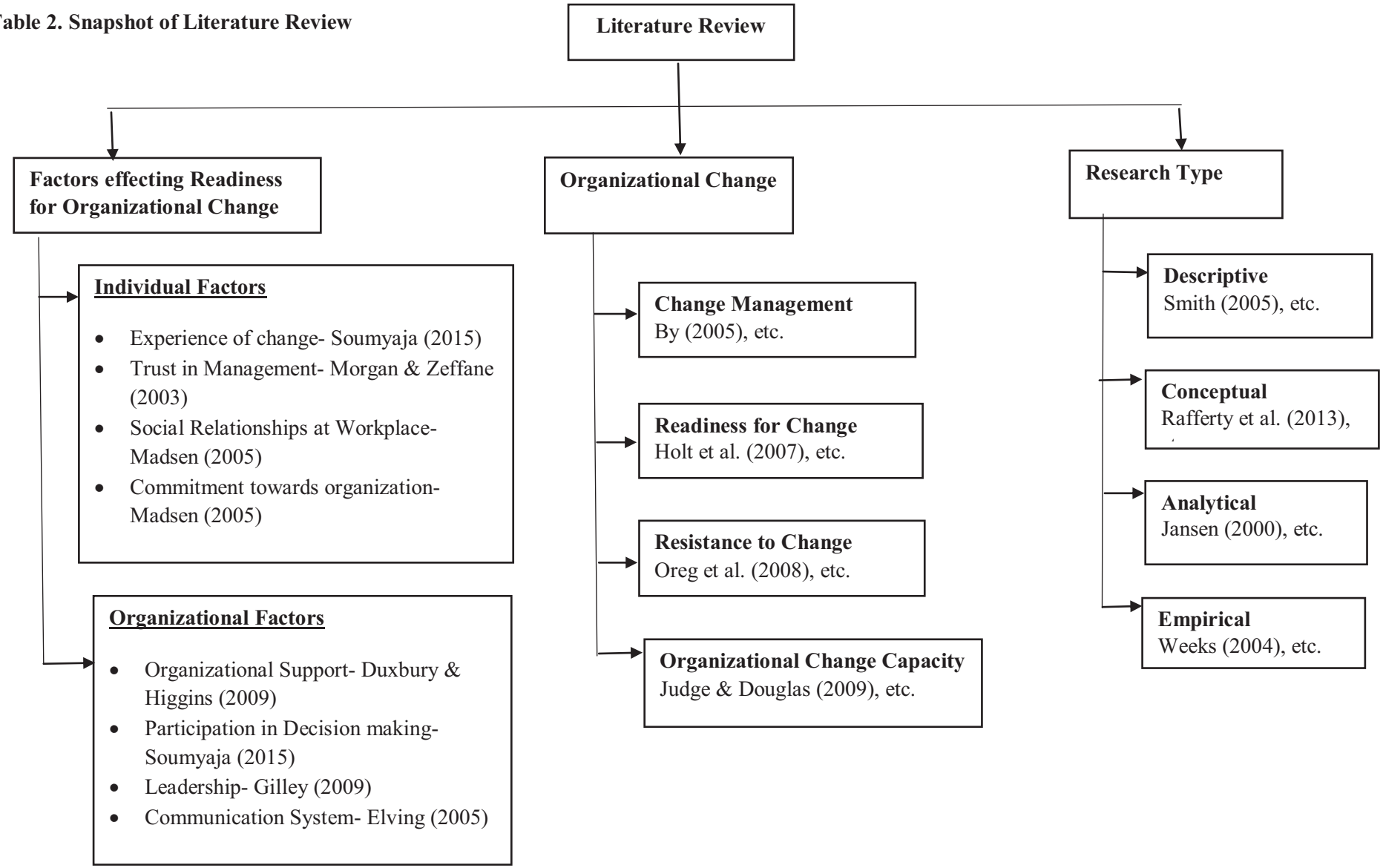
2.2.3 Resistance for Change

Resistance to change in context to organizational change is an important and quite much relevant variable that has been studied in detail by various authors. There are discussions done where resistance to change is discussed in detail, how tackle it, how to look at it as a positive attribute of any change. The authors Ford et al. (2008), Oreg et al. (2008), Oreg (2003), Abdel-Ghany (2014), Maltz (2008), Bovey and Hade (2001), Waddel and Sohal (1998) and Giangreco (2000) have covered the resistance for change during an organizational change in detail.

2.2.4 Organizational Change Capacity

Organizational change capacity is one of the recent concepts that is prevalent in the literature relating to organizational change from 21st century. Some authors have discussed the prerequisites for building organizational capacity for change while some other have related the organizational capacity for change with different variables. The authors like Judge and Douglas (2009), Soparnot (2011), Judge and Blocker (2008), Judge and Elenkov (2005), Andriany et al. (2013) and Buono and Kerber (2009) have discussed on the concept of organizational capacity for change and some have also included empirical research.

Table 2. Snapshot of Literature Review



2.3 Research Type

The third level categorization of the literature review was done on the basis of the type of research used by the authors. This will provide us some insight on the nature of work done in this filed.

2.3.1 Descriptive Research

Descriptive research includes surveys and fact-finding enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present. Data collected through descriptive research can provide valuable information about the study units along relevant characteristics and also association among those characteristics. The research done by authors Oreg et al. (2011), Al Haddad (2015), Weiner et al. (2008), Oreg et al. (2011), Morgan and Zeffane (2003), Ferdowsi (2008), Piderit (2000), Ott (1995) and Pettigrew et al. lie under this category.

2.3.2 Conceptual Research

Conceptual research is a research that is related to some abstract idea(s) or theory. It is generally used by philosophers and thinkers to develop new concepts or to reinterpret existing ones. The research done by authors Holt et al. (2007), Rafferty et al. (2013), Weiner (2009), Maheshwari and Vohra (2015), Choi and Ruona (2011), etc lie under this category.

2.3.3 Analytical Research

In analytical research the researcher uses facts or information already available, and analyzes these to make a critical evaluation of the material. The researcher involves critical thinking skills and the evaluation of facts and information and make critical evaluation. The research done by authors Tsoukas and Chia (2002), Jansen (2000), Daly (2002), By (2005), Ford et al. (2008), Giangreco (2000) etc lie under this category.

2.3.4 Empirical Research

Empirical research relies on experience or observation alone, often without due regard for system and theory. It is data-based research, coming up with conclusions which are capable of being verified by observation or experiment. We can also call it as experimental type of research. In such a research it is necessary to get at facts firsthand, at their source, and actively to go about doing certain things to stimulate the production of desired information. In such a research, the researcher must first provide himself with a working hypothesis or guess as to the probable results. The research done by authors Madsen et al. (2005), Eby et al. (2000), Lehman (2002), Weeks (2004), Rafferty and Simmons (2006), Drzensky et al. (2012), Cunningham et al. (2002) etc lie under this category.

Table 3: Tabular Summary of Literature Review

S No.	Paper Author	Factors effecting Readiness for Organizational Change								Organizational Change				Research Type			
		Individual				Organizational											
		Social Relationships at Workplace	*Trust in Management*	*Commitment toward Organization*	*Experience of Change*	*Organization Support*	*Participation in DM*	*Leadership*	*Communication*	*Change Management*	*Readiness for Change*	*Resistance to Change*	*Organization Change Capacity*	*Descriptive*	*Conceptual*	*Analytical*	*Empirical*
1	Serina Al-Haddad (2015)									√				√			
2	Holt et al. (2007)										√				√		√
3	Rafferty et al. (2013)										√				√		
4	Weiner (2009)										√				√		
5	Maheshwari & Vohra (2015)									√					√		
6	Choi and Ruona (2011)										√				√		
7	Armenakis at al. (1993)										√				√		
8	Madsen et al.lau (2005)	√		√													√
9	Eby et al. (2000)		√			√					√						√
10	W.E.K. Lehman et al. (2002)										√						√
11	Weeks et al. (2004)										√						√
12	Rafferty & Simmons (2006)		√			√					√						√
13	Drzensky et al. (2012)										√						√
14	Cunningham et al. (2002)	√					√				√						√
15	Tsoukas & Chia (2002)									√						√	
16	Jones et al. (2005)										√						√
17	Jansen (2000)										√	√				√	
18	Smith (2005)										√			√			
19	Weber & Weber (2001)		√								√						√
20	Sarwar Shah, (2010)										√						√

S No.	Paper Author	Factors effecting Readiness for Organizational Change								Organizational Change				Research Type			
		Individual				Organizational											
		Social Relationships at Workplace	*Trust in Management*	*Commitment toward Organization*	*Experience of Change*	*Organization Support*	*Partiation in DM*	*Leadership*	*Communication*	*Change Management*	*Readiness for Change*	*Resistance to Change*	*Organization Change Capacity*	*Descriptive*	*Conceptual*	*Analytical*	*Empirical*
21	Hameed et al. (2013)										√						√
22	Timmerman (2016)		√							√							√
23	Idil Isik (2016)										√						√
24	Duxbury & Higgins (2009)					√					√						√
25	Soumyaja (2015)		√		√		√		√		√						√
26	Abdel-Ghany (2014)										√	√					√
27	Weiner et al. (2008)										√			√			
28	Daly (2002)								√	√						√	
29	Ferdowsi (2008)									√				√			√
30	McNabb & Sepic (1995)										√						
31	Ahmad Ghoneim (2014)										√						√
32	Adil (2016)										√						√
33	Vakola & Nikolaou (2005)			√						√							√
34	L. Cotton et al. (1988)						√								√		
35	Vakola et al. (2004)									√							√
36	Oreg et al. (2011)									√				√			
37	Knippenberg (2006)									√							√
38	Todnem By (2005)									√						√	
39	Morgan & Zeffane (2003)		√				√			√				√			
40	Elving (2005)								√	√					√		

S No.	Paper Author	Factors effecting Readiness for Organizational Change								Organizational Change				Research Type			
		Individual				Organizational											
		Social Relationships at Workplace	*Trust in Management*	*Commitment toward Organization*	*Experience of Change*	*Organization Support*	*Participation in DM*	*Leadership*	*Communication*	*Change Management*	*Readiness for Change*	*Resistance to Change*	*Organization Change Capacity*	*Descriptive*	*Conceptual*	*Analytical*	*Empirical*
41	Brenner (2008)									√					√		
42	Smollan (2013)		√							√							√
43	Chiabura (2013)		√	√						√							√
44	Kavanagh & Ashkanasy (2006)									√							√
45	Gu Seo et al. (2012)									√							√
46	Gilley (2009)									√							√
47	Soparnot (2011)												√		√		
48	Judge & Douglas (2009)												√		√		√
49	Judge & Blocker (2008)												√		√		
50	Judge & Elenkov (2005)												√				√
51	Andriany et al. (2013)												√				√
52	Buono & Kerber (2009)												√		√		
53	Giangreco (2000)											√				√	
54	Gill (2003)									√						√	
55	Maltz (2008)											√			√		
56	Bovey & Hade (2001)											√					√
57	Waddel & Sohal (1998)											√				√	
58	Ford et al. (2008)											√				√	
59	Oreg et al. (2008)											√					√
60	Oreg (2003)											√			√		

S No.	Paper Author	Factors effecting Readiness for Organizational Change								Organizational Change				Research Type			
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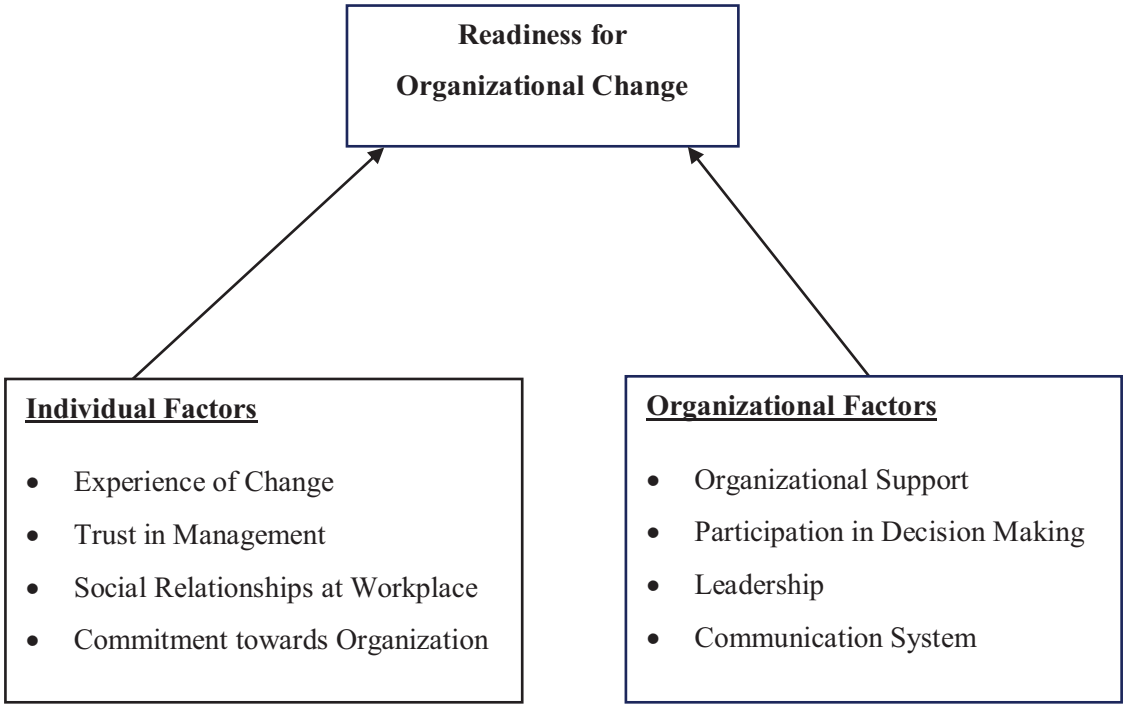
		Social Relationships at Workplace	*Trust in Management*	*Commitment toward Organization*	*Experience of Change*	*Organization Support*	*Participation in DM*	*Leadership*	*Communication*	*Change Management*	*Readiness for Change*	*Resistance to Change*	*Organization Change Capacity*	*Descriptive*	*Conceptual*	*Analytical*	*Empirical*
61	Ford & Ford (2010)											√				√	
62	Heuvel et al. (2009)									√							√
63	Goodstein & Boeker (1991)									√							√
64	Cummings et al. (2015)									√						√	
65	Margarethe et al. (1992)									√							√
66	Lau & Woodman (1995)									√							√
67	Huy (1999)									√					√		√
68	Greenwood & Hinings (1996)									√					√		√
69	Wustaria & Imo (2013)										√						√
70	Piderit (2000)									√				√			
71	Singh et al. (1986)									√							√
72	Amburgey et al. (1993)									√							√
73	Pettigrew et al. (2001)									√				√			
74	Ott (1995)										√			√			
75	Beck et al. (2005)									√							√
76	Fiss & Zajac (2006)									√							√
77	Chonko etal. (2000)										√						√
78	Peus et al. (2009)									√		√				√	
79	Hetzner (2012)										√						√
80	Kwahk & Lee (2008)										√						√

SECTION III

Conceptual Framework and Hypotheses Formulation

3.1 Conceptual Framework

The conceptual framework for this research is presented below. On the basis of the gaps identified in the literature, we have incorporated in this framework the salient factors that effect readiness for organizational change in the context of individual and organizational categories.



3.2 Research Background for Hypotheses Formulation

Individual Factors

3.2.1 Experience of Change

Organizational change research has tended to ignore time and history as important contextual forces that influence the occurrence of change in organizations (Pettigrew et al., 2001). Readiness for change has been found to be influenced by the track record of successfully implementing major organizational changes (Schneider et al., 1996). In their research on cynicism about organizational change, Wanous et al. (2000) have found that the history of change is correlated with the motivation to keep on trying to implement changes. Bernerth (2004) observe that a positive experience with previous change projects will stimulate employee's readiness; a negative experience will inhibit their readiness. Bordia et al. (2011) suggested that the experience of poor change management in the organization develops a schema that captures the essence of that experience. Their study results indicated that, previous experience of poor change management lead to pessimism about successful implementation of future changes in the organization as well as undermined confidence in the ability of managers to implement change. This leads us to assume that individuals' positive prior experience with change in the same organization or previous organization tend to have higher perception of readiness for organizational change.

Hypothesis H1: Individuals who have positive prior experience with change tend to have higher readiness for organizational change.

3.2.2 Trust in Management

In the research literature, Rousseau *et al.* (1998) and also Mayer *et al.* (1995) mirror the practitioner view in their definition, 'trust is a psychological state comprising the intention to accept vulnerability based upon positive expectations of the intentions or behavior of another'. In their view, risk, interdependence and the willingness to accept vulnerability are necessary conditions in all formulations of trust. The importance of trust in the processes of managing change is widely reported in the practitioner and popular literature. Examples arc numerous;

Khan (1997) notes that 'empowerment is an ongoing interpersonal relationship that fosters *mutual trust* between employers and employees'; Cashman (1998) emphasizes that *'a trust focus'* is a key to change mastery; Barrier (1998) points out the importance of long-term trust building for change; and so on and so forth.

Trust in top management is found to be critical in implementing strategic decisions and an essential determinant of employees' openness toward change (Eby et al., 2000; Bouckenooghe and Devos, 2007). Trust in senior management was found to negatively influence employee cynicism towards change (Wanous et al., 2000; Albrecht and Travaglione, 2003). Trust in peers as well as management was observed to be an important factor influencing employee readiness to change (Eby et al., 2000; Rafferty and Simons, 2006). Trust in management may likewise affect people's commitment to the organization; particularly if employees view corporate decisions as the results of a fair process (Lind and Tyler, 1988). Huy (2002) commented that employees are more likely to collectively support organizational change programs when there is a sense of trust and attachment to the organization. On the basis of the above discussion, the next hypothesis framed.

Hypothesis H2: Individuals who have greater trust in management tend to have a higher readiness for organizational change.

3.2.3 Social Relationships in the Workplace

The term social relationships in the workplace is primary focused on an employee's feelings, attitudes, and perceptions of workplace co-workers in general as well his or her perceptions of working closely or directly with them. In her study, Hanpachern (1997) directly measured social relations and found that it is significantly related to readiness for change and organizational culture. Other studies have reported indirect relationships. Eby et al. (2000) found that perceived organizational support and trust in peers were related to readiness for change. Weber and Weber's (2001) research revealed that workplace improvement in support is related to organizational readiness for change. Cunningham et al. (2002) discovered a weak relationship between readiness and social support and explained that "job-related interpersonal relationships

made a very limited contribution to the prediction of readiness for organizational change scores". They also stated, "These findings suggest that supportive colleagues may play a more important role in employee efforts to cope with the stress of organizational change". McNabb and Sepic (1995) found support for a model that identified the relevant factors in determining readiness for change. On the basis of the above discussion the next hypothesis is framed.

Hypothesis H3: Individuals who have stronger social relationships at workplace tend to have higher readiness for organizational change.

3.2.4 Commitment towards Organization

Organizational commitment is defined as an individual's (1) belief in and acceptance of organizational goals and values, (2) wiilingness to exert effort toward organizational goal accomplishment, and (3) strong desire to maintain organizational membership (Porter, Steers, Mowday, and Boulian, 1974). Porter et al. (1976) defined organizational commitment as the relative strength of an individual's identification and involvement in a particular organization. Mowday et al. (1982) conceive commitment as an attitude that reflects the nature and quality of the linkage between an employee and an organization. It is a state in which an individual identifies with a particular organization and its goals and wishes to maintain membership in order to facilitate these goals. It is argued that commitment often establishes an exchange relationship in which individuals attach themselves to the organization in return for certain rewards from the organization (Buchanan, 1974).

There is evidence in the change management literature identifying the role of organizational commitment in a change context. Many authors indicated that organizational commitment plays an important role in employee's acceptance of change (Darwish, 2000; Cordery et al., 1993). Iverson (1996) suggested organizational commitment as the second most important determinant after union membership of attitudes toward organizational change. More specifically, Lau and Woodman (1995) argued that a highly committed employee is more willing to accept

organizational change if it is perceived to be beneficial. But other researchers indicated that a highly committed employee may resist to change if he/she perceives it as a treat for his/her own benefit. These findings suggest that there might be an influence of organizational commitment on attitudes to organizational change. Other research also indicated that organizational commitment is a better predictor of behavioral intentions than job satisfaction within a change context (Iverson, 1996; Iverson and Roy, 1994). Employees with high organizational commitment are more willing to put more effort in a change project and, therefore, it is more likely to develop positive attitudes towards organizational change (Iverson, 1996; Guest, 1987). Similarly, Guest (1987) suggested that organizational commitment mediated the total causal effects of positive affectivity, job security, job satisfaction, job motivation and environmental opportunity on organizational change. In context with the above discussion, the next hypothesis is framed.

Hypothesis H4: Individuals who have higher commitment towards organization tend to have higher readiness for organizational change.

Organizational Factors

3.2.5 Organizational Support

Organizational support refers to the extent that individuals believe that their organization values their contributions and cares about their well-being (Eisenberger, Huntington, Hutchinnson, and Sowa, 1986). Perceived organizational support has been found to be strongly associated with affective commitment, satisfaction, positive mood, desire to remain in the organization, and turnover intentions (Rhoades and Eisen berger, 2002). Rhoades, Eisenberger, and Armeli (2001) argue that on the basis of the reciprocity norm, perceived organizational support creates an obligation to care about a firm's welfare and to help the firm achieve its objectives. One way in which an individual can help an organization achieve its objectives is to support organizational changes. Some empirical evidence suggests that organizational support is associated with readiness for change. Eby et al. (2000) found that in an organization undergoing a move to a

team-based structure, perceived organizational support was strongly positively associated with readiness for change. From the above discussion the next hypothesis is framed.

Hypothesis H5: Individuals with a higher organizational support tend to have a higher readiness for organizational change.

3.2.6 Participation in Decision Making

Employee Participation is the degree to which the employees believe that they can make decisions about how they do their work (White and Ruh, 1973). When employees believe that they have the ability to participate in decisions, research suggests there will be a positive impact on work environment (Lawler, 1994: Sullivan 1992). Employee Participation may lead to additional interactions and management could provide new opportunities for employees to develop trust in management. Thus we assume that employee who participate in decision making are more likely to believe that they can impact or initiate changes in the organization and thus tend to have higher readiness for organizational change.

Hypothesis H6: Individuals who have more participation in decision making tend to have a higher readiness for organizational change.

3.2.7 Leadership

The review of literature on organizational change emphasizes the role of leadership (Armenakis et al. 1993). Scholars suggest numerous antecedents of change readiness, yet little empirical analysis is available (Wanberg and Banas 2000). Effective leaders tend to provide support that eventually changes the basic values, beliefs, and attitudes of the employees so that they are ready to accept and understand the change efforts (Eisenbach et al. 1999; Podsakoff et al. 1996). Armenakis et al. (1993) argued that proactive managers acting as coaches and champions of change are more successful in preparing employees for change efforts than managers who only monitor for signs of resistance to change. Interestingly, the leader or change agent's attributes

are also important in the process of creating readiness. Attributes such as honesty, trustworthiness, sincerity, and commitment are associated with the leader's reputation, serving as essential ingredients to promote change readiness. In addition, fostering acceptance to the proposed change requires leaders to communicate and provide quality leadership. Manz and Sims (1990) argued that transformational leaders facilitate the creation of the necessary culture and shape the behavior of employees. This kind of leadership is able to create the vision and institutionalize change efforts (Tichy and Devanan 1990). Similarly trust in leaders and knowing they support change efforts are also important to ensure readiness (Walker et al. 2007). The next hypothesis is framed based on the above discussion.

Hypothesis H7: Individuals who have an effective leadership in their organization are more likely to have higher readiness for organizational change.

3.2.8 Communication System

Communication is vital to the effective implementation of organizational change (DiFonzo and Bordia, 1998; Lewis and Seibold, 1998; Schweiger and Denisi, 1991). "The general importance of communication during planned change has been empirically demonstrated and generally agreed among practitioners" (Lewis, 1999). Poorly managed change communication results in rumors and resistance to change, exaggerating the negative aspects of the change (DiFonzo et al., 1994; Smelzer and Zener, 1992). "The empirical picture that is slowly emerging indicates that communication process and organizational change implementation are inextricably linked processes" (Lewis, 1999). Why communication is important during organizational change is also demonstrated by the model of the dynamics of planned organizational change (Robertson et al., 1993). Robertson et al. state that the change effort is dependent of the ability of the organization to change the individual behavior of individual employees. If organizational change is about how to change the individual tasks of individual employees, communication about the change, and information to these employees is vital. Communication with these employees should be an important, and integrative part of the change efforts and strategies.

From the above discussion it is well understood that communication plays an important role during the change implementation process. Here in this study we presume that an organization where there already exists a good communication system for day today activities will continue to have the same strong communication system during the change implementation process. The next hypothesis is framed based on the above discussion.

Hypothesis H8: Individuals who have an effective communication system existing in their organization are more likely to have a higher readiness for organizational change.

SECTION IV

An Overview of Proposed Research

4.1 Need of the Study

As organizations try to survive and remain competitive, they are reorganizing, re-engineering, downsizing and implementing new technology. In other words, they constantly try to change. These ongoing and seemingly endless efforts can put a lot of strain, not only on organizations, but also on individuals. Beer and Nohria (2000) argue that 70 per cent of change programs fail because of lack of strategy and vision, lack of communication and trust, lack of top management commitment, lack of resources, lack of change management skills, resistance to change etc.

Organizations change and act through their members and even the most collective activities that take place in organizations are the result of some amalgamation of the activities of individual organizational members. Thus, the first step towards understanding models and theories of organizational change is understanding change at the individual level. Individual readiness for organizational change reflects the concept of *unfreezing* proposed by Lewin and is critical to successful change implementation. Understanding the conditions conducive to individual readiness for organizational change can be useful for designing and implementing effective change management interventions.

Thus, considering the above discussion, it may be informative to explore how individual and organizational factors may result in employees to show readiness for organizational change and thereafter to adapt to the cycle of change. The present study will be one of first studies in Indian context which will pertain to most of the factors effecting readiness for organizational change. It will be different from the studies already done which are mostly relating to readiness of organizational changes prevalent in other countries context.

4.2 Objectives

The main objectives of this research are:

Objective 1: To examine the individual factors that effect the readiness for organizational change.

Objective 2: To examine the organizational factors that effect the readiness for organizational change.

Objective 3: To provide appropriate managerial recommendations on how individual readiness for change can be enhanced by focusing on the various factors.

4.3 Research Methodology

4.3.1 Sampling

Following is the proposed sampling plan for the study:

4.3.1.1 Sample composition

Five industry experts and five academicians will be interviewed. Data will be collected using structured questionnaire from 253 employees of different sectors. (Sample size calculation is mentioned in appendix 1). Top 6 sectors which contribute to total of 66.6% of the total market capital for the year 2015 as per business today have been chosen. (Source: BT500 India s most valuable companies). The number of respondents for each of the sectors has been calculated on the basis of the proportion market capital of these six sectors individually. The sampling plan is mentioned in detail in the table below:

S. No	Sector	% of Capital of Total Market cap	No of respondents*
1	Financial Services	18.9 %	72
2	IT	12.3 %	47
3	Oil & gas	9.3%	35
4	FMCG	9.2%	35
5	Auto Ancillaries	8.5%	32
6	Pharma & Healthcare	8.4%	32
	TOTAL	**66.6%**	**253**

*As the central concept of the research will be on the variables of organizational change which is quite generic and common across all organization types an interchangeability of respondents can be considered for the purpose of present research work. Additional respondent may also be contacted from other significant sector such as Telecom and Media and Entertainment.

4.3.1.2 Sampling Technique

Judgmental sampling technique will be used for the proposed research.

4.3.2 Tools for Collection of Data

Questionnaire and Personal Interviews will be used as a tool for the collection of data. A literature review based questionnaire will used to measure the factors that affect the readiness for organizational change, where either standard scale or self-developed questions will be used to measure the variables, (eg: Oreg et al (2007), scale to measure the readiness for organizational change, etc)

4.3.3 Statistical Tools for Analysis of Data

Descriptive Statistics, Z-test, ANOVA, regression, correlation etc. will be used for the analysis of the collected data.

4.3.4 Research Procedure

The following steps will be followed to conduct the research:

1. First personal interviews will be conducted with 5 industry experts and 5 academicians. The basic idea to conduct this step is to get an insight from them of what they think about readiness for organizational change prevalent among employees in industry or in general and the factors that affect the readiness for organizational change.
2. The tool for the collection of data will be constructed thereafter, including all the factors identified through the extensive literature review and the interview with experts.
3. Data will then be collected using the questionnaire from the employees of various organizations.
4. The data will be analyzed and statistical tools will be used to get results for the research.

SECTION V

CHAPTERIZATION

The proposed study will contain the following chapters:

Chapter 1: Introduction

Chapter 2: Review of Literature

Chapter 3: Conceptual Framework and Hypotheses Formulation

Chapter 4: Research Design and Methodology

Chapter 5: Data Collection and Analysis

Chapter 6: Results and Interpretations

Chapter 7: Conclusion and Managerial Implications

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Appendix

SECTION VI

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Appendix 1

Calculation of Sample Size

Taking a statistical approach for calculation of sample size, the various quantitative measures to be considered while determining the sample size are as follows:
a) Variability of population characteristics or standard deviation (σ)

b) Level of confidence desired or Z value (taken as 1.96 for 95% confidence level desired)

c) Degree of precision desired in estimating population characteristics (D)

We have considered the following formula for testing hypothesis around mean (Malhotra, 2011).
$n = \sigma^2 Z^2/D^2$

Here, n = sample size
σ = Standard deviation
Z = Standard normal variate for 95% confidence level and,
D = Degree of precision desired

In order to obtain a representative and realistic sample size we have compared the results of sample size from 3 scenarios:

Scenario 1- Estimating a low standard deviation and high degree of precision.
Scenario 2- Estimating a moderate standard deviation and moderate degree of precision.
Scenario 3- Estimating a high standard deviation and low degree of precision.

The results are summarized in Table 2

Table 2: Comparative Analysis Taking Different Values of σ and D.

	Scenario 1	Scenario 2	Scenario 3
σ	0.8	1	1
Z	1.96	1.96	1.96
D	0.12	0.12	0.10
n	160	250	350

Average = (n1+n2+n3)/3----------(1)

= (160+250+350)/3

= 253

Taking an average of the all the three scenarios, considered taking different values of σ and D we compute the sample size for our study to be 253.